History 1025-004: History of the United States, 1865-present
MWF 10-10:50 a.m., Hellems 255
Instructor & Contact Info: Chris Foss, Christopher.foss@colorado.edu
Office Hours: M/W 11 a.m.-12 p.m., Hellems 351; and by appointment

Required Course Texts
--Most other selected shorter readings posted on Desire2Learn (D2L)

Learning Objectives
There are three main ways you will learn in this class:

*As an active listener: Come to every class with pen/pencil and paper or your laptop (I recommend buying a dedicated binder or notebook for this class) ready not just to absorb information from the lecture, but to engage in active discussion about the topics under discussion. Often we will have formal or informal discussions in class. Feel free to raise your hand if you have questions at any time.*

*By showing your knowledge AND developing interpretations: Class discussions, quizzes, writing assignments, and exams will provide you with opportunities to apply the knowledge you learn in lecture and via the course textbook, not just to show me the facts you’ve learned, but also the ways in which you’ve marshalled facts in order to answer a historical question—in short, to think critically about history. One of the primary objectives of this class is to help you develop critical thinking and writing skills that can be transferred to any career or vocation you choose.*

*Understanding the difference between a primary and a secondary source: There are two main types of texts we will be dealing with in HIST 1025:*

--Primary sources are historical documents contemporary to the time in history you are studying. Examples of primary sources are newspapers, diaries, official documents, photos, memoirs, and most movies.
--Secondary sources are materials about events that have occurred in the past. Your course textbook and many of the other readings are secondary sources. Books by historians, generally known as *monographs*, are secondary sources. The papers you will write are secondary sources. Good secondary sources properly cite primary sources (as well as other secondary sources) in a works cited section of some kind.

Thus, your learning objectives are:
1) Understand the major historical forces shaping the United States at home and in the global context between 1865 and the present day
2) In so doing, improve your listening, reading, and writing skills
3) Learn to think critically about the past and to challenge facts and old interpretations
4) Learn to think like a historian, by understanding the difference between primary and secondary sources (and how to cite your sources), as well as between competing interpretations of history
5) Take all of these skills and ultimately be able to apply them in other classes, or in practical life applications (job interviews, learning about family genealogy, when you vote, etc.)
Grading Breakdown
**Please allow up to 2 weeks for the instructor to return graded material once handed in.**

**Attendance and Participation: 10%**

ATTENDANCE POLICY:
Students are expected to attend all lectures; a sign-in sheet will be distributed prior to each class. --Absences will be permitted only in case of documented, pre-arranged excuse; or if you are ill, in which case you will need to give me documentation from Wardenburg Health Center. Please also email me before class if you are unable to attend due to illness.

--You are allowed ONE unexcused absence per semester. Every unexcused absence thereafter will result in one letter-grade reduction per day (i.e. an A on your final grade goes down to a B, etc.) If you have five unexcused absences during the semester, you will fail the course.

--If you are late to class, please quietly find a seat without disrupting class and make sure you get the sign-in sheet at the end of class. If you need to leave class early, let me know prior to class via email or before class starts. Students who habitually leave class early or show up late without explanation will fail the course.

PARTICIPATION POLICY: Periodically throughout the semester we will have structured discussion on the historical topic we are currently addressing. The goal is to get you thinking critically about history, as well as to help you with questions/terms that may show up on a paper assignment or an exam. The goal is NOT to ultimately come up with the “right” answer, but rather to determine good ways to approach historical problems. **Active participation in discussion is mandatory in order to pass the class.**

Quizzes: 10% (weight = 10 pts on D2L)
There will be five in-class quizzes assessed this semester, on the Fridays ending Weeks Two, Six, Nine, Thirteen, and Fifteen. These quizzes will be assessed on material from both readings and lectures. The object of these quizzes is to ensure you are following along with course readings and lectures, and to help you prepare for questions you will receive on the midterm and final exams. Quizzes will generally consist of multiple-choice questions and/or short-answer IDs (i.e. define term and give significance) chosen from the terms given on the PowerPoint at the beginning of each class. Quizzes will begin promptly at 10 a.m. If you are late to class, you cannot make up a quiz. At the end of the semester, I will drop your worst quiz grade, so only four quizzes will count toward your final grade.

First Paper: 15% (weight = 15 pts on D2L)
The first paper will be due during Week Four (see Calendar), on D2L by Thursday night at 11:59 p.m. Paper 1 Guidelines are currently posted on D2L.

Midterm Exam: 20% (weight = 20 pts on D2L)
The midterm exam will be conducted in class on the Friday at the end of Week Eight. All material from Weeks One through Six will be considered fair game for the exam. Expect short answer and essay questions. I will post a mid-term study guide on D2L before the exam. The midterm and final exams are BlueBook exams—please remember to bring a BlueBook!
Paper 2—Independent Book/Film Review: 20% (weight = 20 pts on D2L)
Choose ONE book or film from the list provided at the bottom of the syllabus to review. Students may also review all of any book we have read in part during the semester, except *The American Promise*. Reviews will be due Thursday at 11:59 p.m. during Week Twelve, but can be turned in at any point throughout the semester. Students may review books relevant to material covered after Week Twelve as well as during/before. Paper 2 Guidelines are currently posted on D2L.

Final Exam: 25% (weight = 25 pts on D2L)
All material from Weeks Seven through Fifteen will be covered on the final Bluebook exam, which will be conducted on Tuesday, Dec. 16, at 10:30 a.m.

Grading Scale for all assignments:

| 93-100 = A | 80-82 = B- |
| 90-92 = A- | 78-79 = C+ |
| 88-89 = B+ | 73-77 = C |
| 83-87 = B | 70-72 = C- |
| 68-69 = D+ | 60-62 = D- |
| 0-59 = F |

**Quiz and Test Makeup Policy/Disability Accommodations**
--Quiz and test makeups are generally not permitted without prior consultation with the instructor, and can only be arranged after I am provided documentation, preferably at the beginning of the semester.
--If you are ill the day of a quiz or exam, please email me before class and provide a doctor’s note from Wardenburg when you are healthy; otherwise, you will not be allowed to make it up.
--Quiz and midterm makeups will be held during my office hours only. There will be no later makeup for a missed final exam; however, if you have three exams on the same day and opt to not to take this class’s final that day, please let me know at least one week before the end of the semester. An alternate final will be held the Monday before the general final.
--IMPORTANT: If you have documentation from the Office of Disability Services granting you extra time on a quiz/exam, please provide that to me at the beginning of the semester so we can work out necessary accommodations.

**Technology Policy**
Students ARE permitted to use laptops, iPads, or tablets to take notes in class. Students ARE also permitted to record lecture to play back later. Please, however, do not browse the Web during lecture, as it may be distracting to others. If I notice a student browsing the web during class, the entire class will receive a warning. If I notice someone on a website a second time, the entire class will be barred from using laptops in class.
Please silence and put away cell phones during class. Students whose phones ring during class will be asked to leave and marked absent without excuse for the day.
Expectations of Students
--I expect students to regularly attend lecture, to show up on time, to be active participants in lecture (whether by taking notes, asking questions, participating in discussion, or all of the above), and to not disrupt others’ learning. I will take notice of and discipline disruptive students.
--All of you have the right to a safe learning environment, and I will do my best to provide that to you. You also must take ownership of the classroom for yourselves and help make it a productive, academic learning space. I will not tolerate harassment or discrimination, and neither should you.
--Office hours (M, W 11 a.m.-1 p.m.): I expect students who are struggling in the course to come to office hours for assistance, make an appointment with me to meet at another time if you are unable to come to office hours, or to email me.

Expectations of the Instructor
--You should expect me to come to class each day with a prepared lecture and able to answer your questions. This is the first time I have taught a class at CU-Boulder. Please come with high expectations of me and don’t hesitate to give me feedback on my class performance—let me know if there’s anything I can do to help you be a better student.
--Student feedback: Expect me to offer you time to provide anonymous feedback on the course midway through the semester.
--You should expect me to return papers and exams to you within 14 days of the due date.
--You should expect me to be at my office hours regularly. If I have to cancel or change office hours, I will let students know via email or D2L in advance.

University and Class Policies Regarding Harassment
You are expected to conduct yourself as a rational, open-minded adult in your communications. Disrespectful, bigoted, or rude comments and bullying will not be tolerated. Such infractions may lead to failure of the course. Differing views are welcome and encouraged, and some of the materials assigned and topics discussed will be provocative, but if you cannot speak your mind in a respectful manner, please keep your opinions and ideas to yourself. We each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. See policies at http://www.colorado.edu/policies/classbehavior.html

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, “Protected Classes” refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and
Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

Plagiarism
Plagiarism, in all of its forms, will not be tolerated in this course. Any plagiarism can subject to you failure of this class or expulsion from CU. In order to ensure that you understand what plagiarism is and what you can and cannot do on essays and in exams, please read the CU Honor Code’s “What is a Violation?” page and the New York Times article below:

--CU Honor Code link: http://honorcode.colorado.edu/student-information/what-violation

See the paper prompts for the course policy regarding cheating and plagiarism on essays.

Calendar (Subject to Change)
**NOTE: All reading assignments should be completed prior to the beginning of the class for which they are listed.

Week One: Introduction, The Dashed Promise of Reconstruction
Monday, August 25: Syllabus and Introduction to the Course
Wednesday, August 27: The Civil War and Reconstruction
   --Reading assignment: The American Promise (hereafter, TAP), Ch. 16
Friday, August 29: Reconstruction, “Redemption”, and the “New” South
   --No additional reading assignment

Week Two: The West—It’s Your Misfortune and None of My Own
Monday, September 1: NO SCHOOL—LABOR DAY
Wednesday, September 3: Western “Discovery” and Native Removal
   --Reading assignment: TAP, Ch. 17
Friday, September 5: “Americanizing” the West
   --QUIZ #1 AT THE START OF CLASS TODAY
   --Reading assignment: Thomas Andrews, Killing for Coal, introduction (access via UCB Libraries website)

Week Three: The Rise of the Industrial U.S. and Mass Culture
Monday, September 8: The Gilded Age
   --Reading assignment: TAP, Ch. 18
Wednesday, September 10: Immigrants and Mass Culture in the Gilded Age
   --Reading assignment: TAP, Ch. 19
Friday, September 12: DISCUSSION #1: Are we in a new “Gilded Age”?
   --Reading assignment: David Nasaw, Going Out, introduction (on D2L)
PROMPT FOR PAPER #1 POSTED ON D2L
Week Four: Progressive America
Monday, September 15: Building the U.S. Empire
   --Reading assignment: TAP, Ch. 20
Wednesday, September 17: Progressivism: The Search for Order?
   --Reading assignment: TAP, Ch. 21
Friday, September 19: World War I and the Twilight of Progressivism
   --Film assignment: The American Experience: Wilson
      http://www.youtube.com/watch?v=k17LNuIPEgE (Part 1 from 1:02:00 on)
      http://www.youtube.com/watch?v=SVBlMrTpbZ4 (Part 2, all)
PAPER #1 DUE VIA D2L PRIOR TO BEGINNING OF CLASS

Week Five: From Boom to Bust
Monday, September 22: The Twenties: Return to “Normalcy”?
   --Reading assignment: TAP, Ch. 22; Dumenil, Modern Temper, introduction (D2L)
Wednesday, September 24: The Twenties: America in the World in the 1920s
   --Reading assignment: TAP, Ch. 23
Friday, September 26: Herbert Hoover and the Great Depression
   --Reading assignment: David Kennedy, Freedom From Fear, Chapter 2 (D2L)

Week Six: The New Deal
Monday, September 29: FDR, Brain Trust, Alphabet Soup: New Deal from the Top Down
   --Reading assignment: TAP, Ch. 24
   --EXTRA CREDIT OPPORTUNITY: Tony Badger lecture, “LBJ, Al Gore, and the World,” 5 p.m., Eaton Humanities 1B80
Wednesday, October 1: Social and Cultural Fronts: New Deal from the Bottom Up
   --Reading assignment: David Kennedy, Freedom From Fear, Chapter 12 (D2L)
Friday, October 3: DISC. #2—Did the New Deal Save America?
   --QUIZ #2 AT THE START OF CLASS TODAY
   --No new reading assignment, but be sure to read Kennedy Ch. 12 before class
   --MIDTERM EXAM STUDY GUIDE POSTED BY TODAY ON D2L

Week Seven: Origins of the Cold War
NO CLASS THIS WEEK—do homework this week on your own time
   --Watch Victory in the Pacific on YouTube, parts 1 thru 11 as posted by the uploader:
      http://www.youtube.com/watch?v=FsxA6WOTtU&list=UUjHq7wcnd4WZmoq3FtS95w
   --Watch “Cold War: Iron Curtain”—from CNN’s documentary series Cold War):
      http://www.youtube.com/watch?v=uaqZGGRu3Xg
   --Read: TAP Ch. 26

Week Eight: World War II at Home and Abroad, Midterm Exam
Monday, October 13: Origins of the Second World War
   --Reading assignment: TAP, ch. 25 (origins, military/diplomacy sections)
Wednesday, October 15: The Homefront
   --Reading assignment: Finish TAP ch. 25 (homefront sections)
Friday, October 17: MIDTERM EXAM
Week Nine: Conformity and Unrest
Monday, October 20: Chance for Peace? Eisenhower-Era Foreign Policy
   --Review your notes from TAP Ch. 26 and “Cold War: Iron Curtain”
   --Film assignment: American Experience: Ike, Part 2—watch on YouTube: https://www.youtube.com/watch?v=P_VTWrRvd40
Wednesday, October 22: Conformity and Stirrings of Protest in the Ike Years
   --Reading assignment: TAP, Ch. 27
Friday, October 24: QUIZ #3 AT THE START OF CLASS TODAY
   DISCUSSION #3—Were The 50’s The Good Old Days?
   --Reading assignment: David Halberstam, The Fifties, Chapter 29 (on D2L)

Monday, October 27: The Kennedy Years
   --Reading assignment: TAP, Ch. 28
Wednesday, October 29: We Shall Overcome?
   OR American Experience: Citizen King https://www.youtube.com/watch?v=cVz-lz5QN8s (you will have to open successive videos to view the parts of this one)
Friday, October 31: LBJ/Nixon Liberalism
   --No new homework due today: finish your chosen film from Wednesday

Week Eleven: Hubris
Monday, November 3: “That Bitch of a War”—Vietnam
   --Reading assignment: TAP, Ch. 29
Wednesday, Nov. 5: Film in class: The Most Dangerous Man in America
Friday, November 7: Finish film; Nixon Tapes; DISCUSSION #4: Presidential Arrogance

Week Twelve: Right Turn
Monday, November 10: Becoming More and Less Equal in the 1970s
   --Reading assignment: Tim Borstelmann, The 1970s, Ch. 3 (available on D2L)
Wednesday, November 12: Détente and its Discontents
   --Reading assignment: TAP, Ch. 30 (and re-read Ch. 29 sections on détente)
Friday, November 14: The Reagan Revolution
   --No additional homework
   --BOOK REVIEWS DUE TODAY PRIOR TO CLASS ON D2L
Week Thirteen: Ending the Cold War and Globalization
--Reading assignment: TAP, ch. 31
Wednesday, November 19: Gulliver’s Travails? 1993-2001
Friday, November 21: Foreign Policy 1981-2001, continued
--No additional homework
--QUIZ #4 AT THE START OF CLASS TODAY

Week Fourteen: NO CLASS—THANKSGIVING BREAK

Week Fifteen: Terror, Recession, and Decline
Monday, December 1: American Politics & Society in the 1990s
(both articles available on D2L)
Wednesday, December 3: 9/11, Engagement and Withdrawal
--Reading assignment: Walter LaFeber, Michael Jordan and the New Global Capitalism, Ch. 7 (available on D2L)
Friday, December 5: The Bush and Obama Years At Home
--QUIZ #5 AT THE START OF CLASS TODAY
FINAL EXAM STUDY GUIDE POSTED BY TODAY ON D2L

Week Sixteen: Conclusions
Monday, December 8: DISCUSSION #5: Has the U.S. fulfilled its promise?
--Reading assignment: Lane Kenworthy, “America’s Social Democratic Future,” Foreign Affairs (Jan/Feb 2014) (available on D2L)
Wednesday, December 10: Makeup Day
--No reading assignment—Study for Final
Friday, December 12: Final Exam Review in Class
--No reading assignment—Study for Final

Final exam: Tuesday, December 16, 10:30 a.m.-1 p.m.
SUPPLEMENTAL READING AND VIEWING (for paper #2)

**Reconstruction**

**BOOKS**
Edward Ayers, *The Promise of the New South*
Eric Foner, *A Short History of Reconstruction*

**FILMS**
*American Experience: Reconstruction*  
*Birth of a Nation*, dir. D.W. Griffith

**The West**

**BOOKS**
Karl Jacoby, *Shadows at Dawn*
Patricia Nelson Limerick, *Legacy of Conquest*
Richard White, “It’s Your Misfortune and None of My Own”

**FILMS**
*Dances With Wolves*, dir. Kevin Costner  
*Smoke Signals*, dir. Chris Eyre  
*The West*, dir. Stephen Ives

**Industrial America and Mass Culture**

**BOOKS**
Neil Gabler, *An Empire of their Own* and/or *Walt Disney: The Triumph of the American Imagination*
David Nasaw, *Children of the City: At Work and at Play*
Matthew Sutton, *Aimee Semple McPherson and the Resurrection of Christian America*

**FILMS**
*Baseball*, dir. Ken Burns  
*Jazz*, dir. Ken Burns  
*New York*, dir. Ric Burns  
*Secrets of Selfridges* (PBS-American Experience)

**Progressivism at Home and Abroad**

**BOOKS**
Doris Kearns Goodwin, *The Bully Pulpit*
Kristin Hoganson, *Fighting for American Manhood*
Michael McGerr, *A Fierce Discontent*
Michael Willrich, *Pox: An American History*

**FILMS**
*American Experience: Wilson*  
*East of Eden*, dir. Elia Kazan

**The Twenties and the Great Depression**

**BOOKS**
Bill Bryson, *One Summer: America, 1927*
George Chauncey, *Gay New York*
James Goodman, *Stories of Scottsboro*

**FILMS**
*Boardwalk Empire*, prod. Terence Winter  
*The Great Gatsby*, dir. Baz Luhrmann
Inherit The Wind, dir. Stanley Kramer
Prohibition, dir. Ken Burns
Scarface (1932), dir. Howard Hawks

The New Deal
BOOKS
H.W. Brands, A Traitor to His Class
Ira Katznelson, Fear Itself: The New Deal and the Origins of Our Time

FILMS
Dust Bowl, dir. Ken Burns
The Grapes of Wrath, dir. John Ford

World War II
BOOKS
John W. Dower, War Without Mercy
Thomas W. Zeiler, Annihilation: A Global History of World War II

FILMS
Sample WWII Bugs Bunny/Daffy Duck cartoons on YouTube
The Bridge Over the River Kwai, dir. David Lean
Flags of our Fathers, dir. Clint Eastwood
Saving Private Ryan, dir. Steven Spielberg

The Cold War
BOOKS
Tom Clancy, The Hunt for Red October (fiction)
John Lewis Gaddis, We Now Know, and/or George Kennan
Mel Leffler, A Preponderance of Power and/or For the Soul of Mankind
David McCullough, Truman

FILMS
The Manchurian Candidate, dir. John Frankenheimer
The Hunt for Red October, dir. John McTiernan

Fifties Conformity and Unrest
BOOKS
Robert A. Caro, Master of the Senate
Lizabeth Cohen, A Consumer’s Republic
James Patterson, Great Expectations

FILMS
American Experience: Ike
Imitation of Life, dir. Douglas Sirk
Rebel Without a Cause, dir. Nicholas Ray
Vertigo, dir. Alfred Hitchcock

Sixties Protest Movements and Social Change
BOOKS
Charles E. Cobb, Jr., This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible
Betty Friedan, The Feminine Mystique
Barry Goldwater, The Conscience of a Conservative
John Irving, A Prayer for Owen Meany (fiction)
Mark Kurlansky, 1968
Laura Mulvey, “The Visual Pleasure of Narrative Cinema”
Randall Woods, LBJ: Architect of Ambition

FILMS
American Experience: JFK
American Experience: 1964
Bonnie and Clyde, dir. Arthur Penn
Goldfinger, dir. Guy Hamilton
The Graduate, dir. Mike Nichols
Mad Men, prod. Matthew Weiner
Malcolm X, dir. Spike Lee

The Vietnam War

BOOKS
Mason Drukman, Wayne Morse: A Political Biography
George Herring, America’s Longest War
Andrew Johns, Vietnam’s Second Front: Domestic Politics, The Republican Party, and the War
Robert Schulzinger, A Time For War and/or A Time For Peace

FILMS
American Experience: LBJ
Apocalypse Now, dir. Francis Ford Coppola
The Deer Hunter, dir. Michael Cimino
The Fog of War, dir. Errol Morris
Oregon Experience: Wayne Morse

The Seventies

BOOKS
Jefferson Cowie, Stayin’ Alive
David Halberstam, The Breaks of the Game
Barbara Keys, Reclaiming American Virtue
Dominic Sandbrook, Mad as Hell

FILMS
American Experience: Nixon
Dirty Harry, dir. Don Siegel
The French Connection, dir. William Friedkin
Frost/Nixon, dir. Ron Howard
Hearts and Minds, dir. Peter Davis
Network, dir. Sidney Lumet
Missing, dir. Costa-Gavras

Ending the Cold War and Globalization

BOOKS
Alfred Eckes and Thomas W. Zeiler, Globalization and the American Century
Thomas Friedman, The Lexus and the Olive Tree and/or The World Is Flat
Samuel Huntington, The Clash of Civilizations
James Mann, The Rebellion of Ronald Reagan
James Graham Wilson, Triumph of Improvisation

FILMS
Charlie Wilson’s War, dir. Mike Nichols
Traffic, dir. Steven Soderbergh
The Reagan/Bush/Clinton Years At Home

BOOKS
Bill Clinton, My Life
Mark Kirchmeier, Packwood
Nelson Lichtenstein, The Retail Revolution
Robert Putnam, Bowling Alone
Hal Rothman, Neon Metropolis
Michael Schaller, Right Turn
Gil Troy, Morning in America

FILMS
Bowling for Columbine, dir. Michael Moore
Do the Right Thing, dir. Spike Lee
Frontline episode “The Merchants of Cool”
Hoop Dreams, dir. Steve James
Koyaanisqatsi, dir. Godfrey Reggio
Roger and Me, dir. Michael Moore

War on Terror

BOOKS
Greg Grandin, Empire’s Workshop
Bob Woodward, Plan of Attack

FILMS
Fahrenheit 9/11, dir. Michael Moore
Frontline: Bush’s Wars
Restrepo, dir. Sebastian Junger

The W. Bush/Obama Years At Home

BOOKS
David Maraniss, Barack Obama: The Story
George W. Bush, Decision Points

FILMS
Frontline: The Choice
When The Levees Broke, dir. Spike Lee
Mitt (Netflix documentary)